

## Instructional Plan/Learning Activities

### Content:

| Instructional Plan   | Understanding   | Know  | Skills  | MLR  |
|--|---|---|---|--|
| <p>1.<br/>Hook: Play a popular song and hand out the lyrics and model how to find meaning in the song.<br/>I would break the class into 3 groups and each would have a different song they would have to interpret for the class. One student would be in charge of playing the song (if it needed to be repeated then do it). Another student would pass out the lyrics. Another student would keep track of the time. Another student would start the conversation. They would fill out the tictacktoe graphic organizer with each idea. Together they would find background information about them and write it down.<br/>Artifact: Students will create an movie/music video using imovie depicting the stance</p> | <p>Students will understand that art is used to communicate and commentate on society and events.</p> | <p>current events (earthquake in Haiti and Chile, war in Iraq, politics: economy/health care, and Katrina) and be exposed to pop music (music on the radio)</p> | <p>Explain: Show how a pop culture song relates to a current event.</p> | <p>A. Applications of Social Studies Processes, Knowledge, and Skills<br/>1. Researching and Developing Positions on Current Social Studies Issues<br/>b. Determine the nature and extent of information needed.</p> |

the song takes on the current event issue.

|  |  |   |   |   |
|--|--|---|---|---|
| 2.<br>Hook: display a cartoon at the front of the room and have the students quick write about their first impression of it.<br>I'll group the students in groups of 3 and give each group a topic. Using the describing wheel graphic organizer they will brain storm different opinions about the topic.<br>Then as a group they will look for 1-2 cartoons about it and explain what position the cartoons are portraying to the class.<br>Artifact: The students will create a political cartoon about a current event using Comic Life. | Students will understand that art is used to communicate and commentate on society and events.   | important events(bills being passed, fluctuations in the economy, and US foreign policy) and people (political leaders) | Interpret: Interpret the meaning and purpose of political cartoons. | A. Applications of Social Studies Processes, Knowledge, and Skills<br>1. Researching and Developing Positions on Current Social Studies Issues f.<br>Evaluate and verify the credibility of the information found in print and non-print sources. |
| 3.<br>Hook: students will look at two pieces of art (a pic of a 3d display if i can find one if not then a photograph), one that is in support of the Iraq War and one that is against it.<br>The students will be put into 4 groups.<br>Each group will   | Students will understand that there can be many interpretations and ways to view a piece of art. | current events (earthquake in Haiti and Chile, war in Iraq, politics: economy/health care, and Katrina)                 | Apply: create a piece of art that commentates on a recent event.    | A. Applications of Social Studies Processes, Knowledge, and Skills<br>1. Researching and Developing Positions on Current Social Studies Issues d.<br>Demonstrate facility with note-taking, organizing  |

have a different current event topic. Then the students will jigsaw and switch groups to teach their peers about their topic. The students will take notes with the cluster/word web 3 graphic organizer. After they will return to their original groups and cooperatively write sentences from positions in support and against each topic.

Artifact: Students will create by any means available to them a piece of art that will portray a message about a current event chosen by the student.

information, and creating bibliographies.

|  |  |   |   |   |
|--|--|---|---|---|
| 4.<br>Hook: a video news clip of the second tower falling.<br>Using a venn diagram and a partner, students will take notes on the different clips from online and from the book, in the Shadow of Two Towers, that they are reading.<br>Artifact: The students will blog about similarities, differences, and their own feelings | Students will understand that there can be many interpretations and ways to view a piece of art. | background knowledge of the events of September 11. | Perspective: compare the book in the Shadow of Two Towers to actual footage reported on the news. | A. Applications of Social Studies Processes, Knowledge, and Skills<br>1. Researching and Developing Positions on Current Social Studies Issues e.<br>Distinguish between primary and secondary sources. f.<br>Evaluate and verify the credibility of the information found in print and non-print |
|--|--|---|---|---|

about both the news clips and the graphic novel.

sources.

|   |  |  |  |   |
|---|--|--|--|---|
| 5.<br>Hook: a slide show of different photographs of current events. Students will think pair share about the different photographs. They will write the emotions they feel using the senses graphic organizer. They will collaborate and transpose their ideas onto different parts of the whiteboard to share with the class. Artifact: The students will create a wikipage containing 4 photos, context information, and their reaction to them. The wikis will also include two hyperlinks to more information. | Students will understand that art is used to communicate and commentate on society and events.   | important events and social/political dynamics               | Empathy: consider the emotions and feelings the photo creates.                   | A. Applications of Social Studies Processes, Knowledge, and Skills<br>1. Researching and Developing Positions on Current Social Studies Issues<br>h. Summarize and interpret  |
| 6.<br>Hook: quick write world without art. Using the graphic organizer problem solutions chart and with a partner the students will list the purpose of art and uses for art. Artifact: Students will create a  | Students will understand that there can be many interpretations and ways to view a piece of art. | the current ways media uses visuals to report current events | Self Knowledge: reflect on the different ways art commentates on current events. | A. Applications of Social Studies Processes, Knowledge, and Skills<br>1. Researching and Developing Positions on Current Social Studies Issues<br>j. Present a well-supported |

podcast/interview  
explaining the pros  
and cons of using art  
to explain current  
events.

position, based on  
findings that  
integrate  
paraphrasing,  
quotations, and  
citations, to a variety  
of audiences.